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ABSTRACT

The 11th grade English course described in this document consists of a core program for the first semester and three elective minicourses for the second semester. Emphasis in the core program is on the movements, writers, and major works which have dominated American literature as well as on the fundamentals of communication and on learning to write a research paper. This course guide includes a brief section on the core program--its description, objectives, suggested activities, and a list of resources and materials; descriptions, objectives, activities, and resources and materials for eight minicourses; and a supplementary reading list. (JM)

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ED102595

ALTERNATIVES ENGLISH PROGRAM

FOR

ELEVENTH-GRADE ACADEMIC ENGLISH

DOUGLAS S. FREEMAN HIGH SCHOOL

HENRICO COUNTY, VIRGINIA

Henrico County Schools

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1974-75

CS 201 892

INTRODUCTION

The 1974-75 alternative English program for general academic eleventh grade students, described in the following pages has essentially the same objectives as those of more traditionally oriented classes, including teaching the longer essay, research paper techniques and procedures, and emphasizing an appreciation for and an understanding of major movements, writers, and works in American literature.

The alternative program, however, in addition to these objectives, also places importance on the students having the opportunity in the second semester to select from a list of described courses the three which he feels will be most useful and interesting to him.

The 1973-74 pilot program, on which the 1974-75 program is based, consisted of six mini-courses of six weeks each. As a result of student/teacher evaluation of the pilot program, it was determined that a core program of one semester was needed instead so that during this first semester, the students could become more thoroughly familiar with the movements, writers, and major works which have dominated literature in America. During this core program, he would also review fundamentals of communication and concentrate on learning to write a research paper.

COURSE OFFERINGS 1973-74

ACADEMIC ENGLISH 11

Required First Course

THE AMERICAN LITERARY TRADITION

This course is intended to furnish you with an overview of American literature so that you will have some understanding of the chronology of American literature as well as an appreciation of the forces and the personalities which have shaped our literary heritage and which continue to wield influence even on present-day living.

Elective Courses - Select five

THE DARKER SPIRIT

Does the mystery of evil and death intrigue you? Although America has represented optimism and rebirth to the old world, many of our finest writers (Melville, Poe, and Hawthorne) have explored in their works the depths of the human spirit and have dared to reveal the untouchable and the unknown. An abridged version of Melville's Moby Dick will be the main book of this study. (Recommended for students who are good readers.)

THE SEARCH FOR SELF

Do you dare to know yourself? You will achieve a greater self-awareness through reading and discussing a wide variety of stories and poems which are thought provoking and very unusual. Supplementary reading will include popular and recent titles such as I'm Okay: You're Okay, The Chosen, Tuned Out, The Me Nobody Knows, A Different Drummer, among others.

WHAT IS A GOOD LIFE AND RESEARCH PAPER

Using a fantastic assortment of stories and poems from writers from all over the world, we will explore the values mankind shares. Does "a good life" mean the same thing to everybody? At the same time we will learn the techniques of writing a research paper, dealing with some aspect of "the good life."

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PATTERNS OF THINKING

What kind of thinking pattern makes a person claim that washing the car causes rain? Do you know how to win an argument with someone who quotes statistics on teenage driving habits? Can you spot the gimmicks used to sway opinion? Can you tell what is wrong with a faulty line of reasoning? Are you aware of regional differences in the development of our language in America? These are some of the topics which will be explored in this unique language study.

THE MODERN QUEST FOR IDENTITY IN AMERICAN LITERATURE

Man's quest for answers to the mysteries of what life is about dates back to primitive times. The search for satisfaction, happiness, or identity varies in terms of the individual, of the problem, and of fate. The quest for identity is universal, but you will see the American quest as it reflects varied ideals and aspects of American life. As a sample, you will read a pair of novellas that deal with problems of upper-class American life: F. Scott Fitzgerald's The Rich Boy, and Henry James's Daisy Miller. Both deal with the problems of the wealthy. In another art form you will read Tennessee Williams' acclaimed drama The Glass Menagerie. Also included in this unit will be writers such as John Steinbeck, Robert Frost, and Stephen Crane. (Recommended for students who are good readers.)

THE EARTH AND AMERICAN DESTINY

Do you appreciate good country people? Do you have a longing for a more natural environment? Do you understand the current "flight from the city" trend? No genuine appreciation of the distinctive qualities of American civilization is possible without taking full account of the force and influence of the agrarian or farm tradition. This tradition manifests itself in our leisure-time activities, in our devotion to camping, hunting, fishing, picnicking, gardening, and so on. This love of nature and the outdoors has inspired some of the finest imaginative literature produced in this country. Works from such writers as Jefferson, Emerson, Lanier, Whitman, Garland, Norris, Frost, Cooper, Anderson, Hawthorne, and Faulkner will be read. (Recommended for students who are good readers.)

THE COMIC SPIRIT

A sense of humor is a personal quality. Not everyone agrees on what is funny. Because humor is a rational way of responding to life, your sense of humor will be developed and broadened. Through your study of stories, sketches, and cartoons by Mark Twain and James Thurber, you will learn of the various kinds of humor: low comedy--slapstick, tall tales, practical jokes; subtle humor and wit--satire and irony. Included in this unit will be a study of Mark Twain's famous Huckleberry Finn.

THE NATURE OF MAN

Just in the process of day-to-day life, man can experience moods which range from one extreme to the other. Through reading imaginative literature you will see man as a playful creature, engaged in various types of entertainment, games, and sports. At the same time you will see man as a threatened creature, in conflict with nature, with the unknown, with himself, and with other men. You will read from such writers as Carl Sandburg, James Dickey, Ernest Hemingway, Robert Frost, Willa Cather, George Orwell, Emily Dickinson, Arthur C. Clarke, W. W. Jacobs, and others.

WRITING TO BE READ

You may never intend to write for a living, but you know you will benefit from improving your writing skills both in school and afterwards. Have you ever wondered how professional writers go about beginning and revising stories? Do you think even top-notch writers get their ideas "right" the first time? In this course we will use the techniques of professional writers; we will start wherever you are right now in your writing ability; and we will work together toward improvement.

LEARNING TO WRITE A TERM PAPER

This course has been designed for you who wish to gain background in the research process. You will write a term paper dealing with some aspect of American literature or American life. The research process will be experienced step by step, including the selection of and the narrowing of a topic, the choice and wording of a thesis statement, and the development of this thesis. You will discover how to make proper notecards and bibliography cards. You will delve into methods by which to develop the outline, introduction, body, conclusion, bibliography, and footnotes for your own original paper!

EVALUATION OF 1973-74 PROGRAM

In the evaluation of the 11th grade elective program for the 1973-74 year, each student was instructed to evaluate each course he or she had selected. Five courses were selected and evaluated by each student. Note that this represents a slight change from the evaluation sheet which is attached as part of the appendix. Since the American Literary Tradition was a required course, it was decided to rank only the five courses which students had actually picked.

The evaluation was based on a number system with a ranking 1 through 5. The student was to place a 1 before the course which was of most value to him or her personally. A 5 was to be placed before the course which was of least value to the student. Other courses were ranked in order of preference. "The Term Paper" as a course was taken by all students and taught by both teachers. Consequently, in the chart below, "The Term Paper" shows twice as many numbers under each ranking number as any other course. The majority of students selected the course "The Term Paper," which is why both teachers taught it.

NAME OF COURSE	MOST VALUE 1	2	3	4	LEAST VALUE 5
The Term Paper	39	13	19	7	31
Writing to be Read	19	12	5	3	20
The Comic Spirit	14	17	6	9	9
The Darker Spirit	12	10	9	11	13
The Search for Self	9	8	11	11	15
The Nature of Man	6	10	13	12	14
The Earth & American Destiny	3	16	9	10	20
The Modern Quest for Identity in American Lit.	5	10	16	10	14
Patterns of Thinking	2	7	8	19	17

The chart above indicates that the course of greatest value to the students (the course with the most rankings of 1) was 'The Term Paper." Ironically, the course of least value (with the most rankings of 5) was also 'The Term Paper." The same thing is true for the 'Writing to be Read "course, which was second in popularity and also second in least liked!

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EVALUATION OF 1973-74 PROGRAM

Also included in the student evaluations was a space for students to list the one or two courses they liked best. After listing these courses, they were to place checks in front of as many items out of sixteen that applied to each course that they liked best. The six items most often checked were as follows: (1) involved deep reading for hidden or symbolic meanings, (2) challenged my intellect, (3) involved light reading for enjoyment, (4) let me participate in interesting discussions, (5) made me enjoy reading more than usual, (6) helped prepare me for college level work.

Likewise, the students were to check out of nine items as many items as applied to each one or two courses they disliked. The two items most often checked were as follows: (1) had too much outside work, (2) was too difficult.

Overall, the majority of students said they benefited from taking the elective English class. They favored the idea of changing classes, subjects, and teachers. Such changes introduced the student to different subjects, new concepts in thinking, and varying personalities. As one student said: "It made English class spicy."

COURSE OFFERINGS 1974-75

ACADEMIC ENGLISH 11

Required Core Program (First Semester)

This first semester will be devoted to furnishing an overview of American literature so that you will have some understanding of the chronology of American literature as well as an appreciation of the forces and the personalities which have shaped our literary heritage and which continue to wield influence even on present-day living. You will also review fundamentals of communications and learn to write a research paper.

Elective Courses - Select three

THE NATURE OF MAN

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THE SEARCH FOR SELF

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REQUIRED CORE PROGRAM

DESCRIPTION

This first semester will be devoted to furnishing an overview of American literature so that you will have some understanding of the chronology of American literature as well as an appreciation of the forces and the personalities which have shaped our literary heritage and which continue to wield influence even on present-day living. You will also review fundamentals of communications and learn to write a research paper.

OBJECTIVES

The student will

1. demonstrate evidence of having learned the chronological progression and characteristics of literary movements in America from 1607 until 1900. These literary movements are to include the following: Puritanism, Classicism, Romanticism, Transcendalism, and Realism.

2. show that he has gained familiarity with the major American writers and some representative works. These writers are to include all of the following:

   Bradford, Edwards, Franklin, Poe, Irving, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, Dickinson, Crane, Frost, Hemingway, Steinbeck

   Some of the following writers will also be included:

   Fitzgerald, Faulkner, Wilder, O'Neil, Sandburg, Cummings and other modern poets, Thurber

3. select and narrow a topic suitable for a research paper on some aspect of American literature or American life.

4. word a controlling statement from his topic.

5. be able to distinguish between primary and secondary sources.

6. take notes from various sources on cards, paraphrasing properly.

7. develop a preliminary working outline and a final outline, using parallel structure.

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REQUIRED CORE PROGRAM

8. learn to document every borrowed idea, whether quoted directly or paraphrased, using proper footnote and bibliographical form.

9. demonstrate experience with the Reader's Guide to Periodical Literature.

10. show that he has acquired experience with the libraries in the Richmond area, including the college libraries if at all possible.

11. show relationships in his writing between ideas.

12. learn to integrate smoothly quoted matter into the main body of the paper.

13. learn to support his points by finding substantiating evidence

14. demonstrate that he has learned to use language appropriate to the occasion by distinguishing between formal and informal writing and speaking.

15. demonstrate by following schedules and meeting deadlines for handing in various parts of the research paper that he can work responsibly.

SUGGESTED ACTIVITIES

1. Pretend to be a famous American author and see which group (divided into teams) can guess who you are first as you drop clues.

2. In a group project do a "This Is Your Life" style presentation of a famous writer.

3. Take some aspect of American life and demonstrate how an author or a particular book (like Uncle Tom's Cabin or Silent Spring) caused dramatic changes.

4. Write a story or a poem in the style of a particular writer.

5. Examine popular and recent books to see what influences you can find from the various movements of the past, such as Puritanism (the Puritan work ethic), Classicism, Romanticism, etc.

6. Find advertisements written in the classic vein, the realistic vein, the romantic vein, etc.

REQUIRED CORE PROGRAM

7. Show how a writer might change a particular plot line to conform to the ideas of various movements; for instance, the boy-meets-girl theme as a Puritan might write it, as a Realist might write it, etc.

8. Make a collage or prepare a creative project of your choice, showing the themes or movements or writers in America or demonstrate some aspect of American literature.

RESOURCES AND MATERIALS

Basic Texts

The American Literary Tradition, Scott, Foresman and Company
Handbook To English, The Macmillan Company

Audio-Visual Materials

American Literature (sound filmstrips)
The Colonial Period
The Revolutionary Period
The Romantic Period
Transcendentalism
The Rise of Realism
The Modern Period

American Literature (films)
Colonial Times
Revolutionary Times
Early National Period
Westward Movement
The Realists

Hemingway (Films)
The Magic Prison
Robert Frost: A Lover's Quarrel with the World
Walt Whitman: Background of His Works
Washington Irving

THE SEARCH FOR SELF

DESCRIPTION

Do you dare to know yourself? You will achieve a greater self-awareness through reading and discussing a wide variety of stories and poems which are thought provoking and very unusual. Supplementary reading will include popular and recent titles such as I'm Okay: You're Okay, The Chosen, Tuned Out, The Me Nobody Knows, A Different Drummer, among others.

OBJECTIVES

The student will

1. become more conscious of the ways by which he and others identify self.
2. express his ideas freely through the use of a personal journal.
3. extend his appreciation and understanding of the ways in which various authors explore self.
4. show a heightened awareness of the ways in which a person's self-image is formed by the reactions of others.
5. develop an appreciation for the ways in which members of various ethnic groups in America identify self.
6. become more tolerant of the unique characteristics of all individuals and aware that all people share in some common bonds of humanity.
7. recognize the impact upon self of heredity, family, social background, and opportunities for maturity and experience.

SUGGESTED ACTIVITIES

1. Participate in an identity game. Write "I am . . ." and then fill in the rest of the sentence twenty-five times. Then analyze your answers to see whether you tend to identify yourself in terms of sex, age, occupation, family, race, religion, or nationality. Notice how many of your responses are positive, how many negative, how many neutral. Compare your responses with the responses of your classmates.
2. Keep a journal in which you express your ideas on any topic. After a couple of weeks, re-read what you have written to see what you can learn about yourself, your usual responses to life situations.

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THE SEARCH FOR SELF

3. Participate in a handwriting analysis. Write a dictated sentence on a sheet of paper and apply a coded number to it so that you can identify it later. When the papers are handed out for the analysis, nobody will know who wrote each sentence. Find out what part of you (if any) shows up in your handwriting. Also find out what you can tell by reading someone else's handwriting. Can you tell if it was written by a boy or by a girl? By a strong or a weak student? By a happy or an unhappy person?

4. Select a book title from the supplementary list and read it to determine how it has a bearing on the topic "Search for Self."

5. Present your book to the class by some creative means such as acting out a scene with others who may have read the same book or by making a visual (mobile, poster, collage) to illustrate the main points.

6. View various slides and show through discussion that you can recognize the impact upon self of heredity, family, social background, and opportunities for maturity and experience.

7. Bring in examples to share with the class from other media (art, music, poetry) in which a searching for self may be found.

8. Write an original story in which the main character develops a greater understanding of himself or others.

RESOURCES AND MATERIALS

Basic Text

Responding: Theme Sequence, Me, Ginn Co.

Audio-Visual Materials

Sound-slide: "No Man Is an Island: An Inquiry into Alienation"

"Man's Search for Identity"

Supplementary Readings

See appendix for listing.

THE DARKER SPIRIT

DESCRIPTION

Does the mystery of evil and death intrigue you? Although America has represented optimism and rebirth to the old world, many of our finest writers (Melville, Poe, and Hawthorne) have explored in their works the depths of the human spirit and have dared to reveal the untouchable and the unknown. An abridged version of Melville's Moby Dick will be the main book of this study. (Recommended for students who are good readers.)

OBJECTIVES

The student will

1. demonstrate knowledge of the biographical facts of the life of Herman Melville and Edgar Allan Poe.

2. show that he has learned the names of these writers' best-known works and how they fit into the mainstream of American literature.

3. be able to explain such literary devices as foreshadowing, omens, and prophecy;and literary symbolism as expressed by the whale, the sharks, and the questor in Moby Dick.

4. utilize research techniques in finding literary criticism relating to some aspect of Moby Dick.

5. demonstrate his comprehension of Moby Dick on both the literal and the symbolic level.

6. write a theme which will be organized to prove some particular point about the view Melville holds of the universe as shown in the novel Moby Dick.

SUGGESTED ACTIVITIES

1. Use your imagination and creativity to bring some aspect of Moby Dick to life. Some possibilities might include the following:

   drawings depicting scenes from the book
   posters showing Melville's voyages or the voyages of the Pequod.
   models of whaling ships
   mobile showing principal characters
   music track to fit the main plot events
   dramatic scene re-enacted from the book
   papier-mâché whale
   peep box showing the destruction of the ship

2. Research what the critics have written about Moby Dick and present the material to the class.

3. You may prefer to research into areas touched on in the book that could not be thoroughly treated during the six-weeks. Examples of this might include Gothic literature and other works by Poe or Hawthorne. Do an oral or written report on these authors.

4. Experiment with symbolic writing yourself.

5. Experiment with Gothic writing.

6. Imitate Poe in an original poem of your own.

RESOURCES AND MATERIALS

Basic Text

Insight: American Literature: The Darker Spirit, Noble & Noble

Audio-Visual Materials

Great Novels and Their Authors, Melville (sound filmstrips)
American Gothic: Hawthorne/Melville
What to Look for in Drama and Fiction

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PATTERNS OF THINKING

DESCRIPTION

What kind of thinking pattern makes a person claim that washing the car causes rain? Do you know how to win an argument with someone who quotes statistics on teenage driving habits? Can you spot the gimmicks used to sway opinion? Can you tell what is wrong with a faulty line of reasoning? Are you aware of regional differences in the development of our language in America? These are some of the topics which will be explored in this unique language study.

OBJECTIVES

The student will

1. recognize that language is an arbitrary system for communicating ideas.
2. be able to distinguish between denotative and connotative meanings of words.
3. be able to distinguish between inductive and deductive reasoning.
4. show that he can tell the difference between a fact and an observation by being able to select the statements which are facts from a list which includes both facts and observations.
5. demonstrate that he can tell the difference between a fact and an inference by being able to distinguish between facts and inferences.
6. differentiate between kinds of reasoning by matching up the types of reasoning with examples of each.
7. write a paper on a pre-determined topic by stating facts relevant to the topic and drawing sound inferences without falling into the use of fallacies.
8. recognize the various kinds of fallacies which can develop from poor reasoning.
9. show that he understands how the American language was influenced by Indians and various foreign languages.
10. demonstrate that he recognizes regional variations in pronunciation.

PATTERNS OF THINKING

SUGGESTED ACTIVITIES:

1. Bring in a recording which shows dialects in America.

2. Make posters, mobiles, collages, etc. demonstrating the changes in our language from various sources over the years or demonstrating the use of slogans or other methods of persuasion.

3. List and illustrate some of the differences between American and British terms.

4. Research and relate to the class various changes in spelling and pronunciation of words in our language.

5. List twenty or more words that were unknown a hundred years ago.

6. Collect American place names based on the names of foreign places and research the reasons for these names being used.

7. Bring in words from newspapers or magazines which show that the American language has elements of many other languages.

8. Deliberately use fallacious reasoning in an attempt to persuade. See if the class can determine your errors in logic.

9. Use improvisation to show how such rhetorical devices as the following can be abused: name calling, unproven assertion, slogans, band wagon technique, rationalizing, loaded words, testimonials.

10. Select a controversial subject of your choice and defend it in writing or orally with logical evidence, avoiding fallacies in reasoning.

11. Prepare a list of true and false syllogisms.

12. Bring in examples from television or newspaper advertisements or political speeches which use fallacies in reasoning.

RESOURCES AND MATERIALS

Basic Text

The Story of American English, Harcourt Brace Jovanovich, Inc.
Handbook to English, The Macmillan Company

Audio-Visual Resources

Propaganda Techniques (Film)

WRITING TO BE READ

DESCRIPTION

You may never intend to write for a living, but you know you will benefit from improving your writing skills both in school and afterwards. Have you ever wondered how professional writers go about beginning and revising stories? Do you think even top-notch writers get their ideas right the first time? In this course we will use the techniques of professional writers; we will start wherever you are right now in your writing ability; and we will work together toward improvement.

OBJECTIVES

The student will

1. learn to express his thoughts on paper more freely.
2. demonstrate that he has learned to cut out unnecessary words by bracketing those words which can be eliminated from his free writings.
3. show that he has mastered the techniques given in the textbook for revising sentences.
4. be able to distinguish between direct and indirect writing such as satire.
5. begin to sharpen his powers of observation of the "fabulous realities" to be found all around him.
6. show the gradual progression of his learning to write more freely, more clearly, more concisely, and with greater effectiveness by keeping all writing and revising assignments in a notebook to be handed in for evaluation at the end of the course.
7. demonstrate responsibility and planning by carrying out the reading and writing assignments according to a prescribed schedule.

SUGGESTED ACTIVITIES

1. Keep a journal of any type for a three-week period.
2. Write freely in your notebook for ten minute periods without concern for grammar, spelling, or usage at first in order to learn to loosen up.
3. Listen to a guest speaker, who is a writer, tell of the problems of writing.

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WRITING TO BE READ

4. Let your written work cool for a few days, and then revise and reword it in your notebook according to the instructions in your text.

5. Participate in small group evaluations of your work and the work of your classmates in order to learn how to give and take criticism.

6. Participate in group and/or individual efforts to re-write papers shown on the overhead or the opaque projectors.

7. Find and bring in examples of indirect writing (satire, parody) in newspapers and magazines.

8. Write your own original pieces of indirect writing.

9. Listen to small children and record original expressions in your notebook.

10. Look for examples in everyday experiences which include the unexpected twist ("fabulous realities") and record your observations in your notebook.

RESOURCES AND MATERIALS

Basic Text

Writing to be Read, Hayden Book Company

THE MODERN QUEST FOR IDENTITY IN AMERICAN LITERATURE

DESCRIPTION

Man's quest for answers to the mysteries of what life is about dates back to primitive times. The search for satisfaction, happiness, or identity varies in terms of the individual, of the problem, and of fate. The quest for identity is universal, but you will see the American quest as it reflects varied ideals and aspects of American life. As a sample, you will read a pair of novellas that deal with problems of upper-class American life: F. Scott Fitzgerald's The Rich Boy, and Henry James's Daisy Miller. Both deal with the problems of the wealthy. In another art form you will read Tennessee Williams' acclaimed drama The Glass Menagerie. Also included in this unit will be writers such as John Steinbeck, Robert Frost, and Stephen Crane. (Recommended for students who are good readers.)

OBJECTIVES

The student will

1. demonstrate knowledge of background information on such writers as Stephen Crane, F. Scott Fitzgerald, Robert Frost, Henry James, Donald Justice, John Steinbeck, and Tennessee Williams.

2. be able to explain orally or in writing how these writers fit into the mainstream of American literature.

3. be able to explain orally or in writing how the American quest for identity (based upon fictional selections) reflects varied ideals and aspects of American life.

4. show by answering test questions that he has understood the quest for identity in The Red Badge of Courage, The Rich Boy, Daisy Miller, The Glass Menagerie, and representative short stories and poems in available text.

SUGGESTED ACTIVITIES

1. Participate in a group presentation of The Glass Menagerie and Sandbox.

2. Compare the reactions of Henry in The Red Badge of Courage to those of a modern young man going off to war today.

3. Compare Crane's descriptions of battle with newspaper descriptions of battles.

4. Participate in a mock military courtmartial of Henry Fleming.

5. Psychoanalyze Henry Fleming to determine why he behaved as he did.

QUEST FOR IDENTITY

6. Take the role of a psychiatrist presenting an explanation to Mrs. Wingfield for Laura's withdrawal.

7. Take part in a debate to determine whether or not Tom Wingfield was justified in leaving his mother and sister.

8. Report on the life of Tennessee Williams to see how it corresponds to the fictitious life of Tom Wingfield.

9. Read other plays by Williams and report to the class the similarities you find.

10. Compare Fitzgerald's life to the life of the main character in The Rich Boy.

RESOURCES AND MATERIALS

Basic Text

Insight: American Literature: The Modern Quest for Identity, Noble and Noble

Audio-Visual Materials

The Red Badge of Courage (sound filmstrip)
John Steinbeck and His Downtrodden Characters--a Discussion of Of Mice and Men and The Grapes of Wrath (sound filmstrip)
F. Scott Fitzgerald and his The Great Gatsby (sound filmstrip)

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THE COMIC SPIRIT

DESCRIPTION

A sense of humor is a personal quality. Not everyone agrees on what is funny. Because humor is a rational way of responding to life, your sense of humor will be developed and broadened. Through your study of stories, sketches, and cartoons by Mark Twain and James Thurber, you will learn of the various kinds of humor: low comedy--slapstick, tall tales, practical jokes; subtle humor and wit--satire and irony. Included in this unit will be a study of Mark Twain's famous Huckleberry Finn.

OBJECTIVES

The student will

1. demonstrate knowledge of the biographical facts of the life of James Thurber and Mark Twain.
2. show that he has learned the names of these writers' best-known works and how they fit into the mainstream of American literature.
3. be able to define such terms as comedy, wit, humor, satire, irony, black comedy, and parody.
4. be able to discuss orally or in writing the techniques and devices of humorists (based upon selected stories and sketches in the available text).
5. demonstrate his comprehension of the basic plot, style, themes, and dialects used by Twain in Huckleberry Finn.

SUGGESTED ACTIVITIES

1. Write your own original humorous short story, sketch, or fable, based upon techniques used by Twain or Thurber.
2. Find examples of other American humorists (such as Al Capp), and present these in an oral report.
3. Participate in a group, making up an original scene, showing dialogue between Huck and Jim, using dialects.
4. Make a collage of American humor with cartoons from newspapers or magazines.
5. Use your imagination to create examples of satire, irony, black comedy, and parody.
6. Write a short research paper, using sources and criticism in the Huck Finn case book.

7. Imitate Thurber by inventing your own practical jokes, jests, way-out whopper, tall tales, life's little absurdities, compulsive characters, etc.

RESOURCES AND MATERIALS

Basic Texts

Composing Humor: Twain, Thurber, and You, Harcourt Brace Jovanovich
Huckleberry Finn (Case Book), Harcourt, Brace, & World

Audio-Visual Materials

Huckleberry Finn (film)
Mark Twain (sound filmstrip)
Readings of sketches and fables by James Thurber (record)

THE EARTH AND AMERICAN DESTINY

DESCRIPTION

Do you appreciate good country people? Do you have a longing for a more natural environment? Do you understand the current "flight from the city" trend? No genuine appreciation of the distinctive qualities of American civilization is possible without taking full account of the force and influence of the agrarian or farm tradition. This tradition manifests itself in our leisure-time activities, in our devotion to camping, hunting, fishing, picnicking, gardening, and so on. This love of nature and the outdoors has inspired some of the finest imaginative literature produced in this country. Works from such writers as Jefferson, Emerson, Lanier, Whitman, Garland, Norris, Frost, Cooper, Anderson, Hawthorne, and Faulkner will be read. (Recommended for students who are good readers.)

OBJECTIVES

The student will

1. demonstrate knowledge of background information concerning such agrarian writers as Thomas Jefferson, Ralph W. Emerson, Sidney Lanier, Walt Whitman, Hamlin Garland, Frank Norris, Robert Frost, Sherwood Anderson, Henry David Thoreau, and Robert Penn Warren.

2. be able to name the best-known works of these writers and be able to explain how they fit into the mainstream of American literature.

3. discuss orally or in writing the importance of agrarian thought in the development of American culture.

4. extend his knowledge and understanding of the five basic ideas voiced by agrarians.

5. demonstrate by answering test questions that he has understood the agrarian movement on a literary level.

SUGGESTED ACTIVITIES

1. Give an oral report on current trends in the agrarian movement, based on newspaper and magazine reports on such topics as farm issues and commune issues.

2. Listen to a guest speaker, Dr. Thomas Inge, editor of the available text, give background information; and participate in a question and answer period following.

3. Make a collage of agrarian topics, using pictures from magazines and newspaper articles on current farm trends.

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THE EARTH AND AMERICAN DESTINY

4. In an imaginative way report on an interesting novel, poem, or story which deals with the theories or realities of agrarianism.

5. Give an oral presentation on one of the three most important novels dealing with the transition from an agrarian to an industrial society: The Octopus by Frank Norris, Winesburg, Ohio by Sherwood Anderson, The Grapes of Wrath by John Steinbeck.

RESOURCES AND MATERIALS

Basic Text

Agrarianism in American Literature, Odyssey Press

THE NATURE OF MAN

DESCRIPTION

Just in the process of day-to-day life, man can experience moods which range from one extreme to the other. Through reading imaginative literature you will see man as a playful creature, engaged in various types of entertainment, games, and sports. At the same time you will see man as a threatened creature, in conflict with nature, with the unknown, with himself, and with other men. You will read from such writers as Carl Sandburg, James Dickey, Ernest Hemingway, Robert Frost, Willa Cather, George Orwell, Emily Dickinson, Arthur C. Clarke, W. W. Jacobs, and others.

OBJECTIVES

The student will

1. demonstrate knowledge of how the following writers fit into the mainstream of American literature: Carl Sandburg, James Dickey, Ernest Hemingway, Robert Frost, Willa Cather, George Orwell, Emily Dickinson, Arthur C. Clarke, and W. W. Jacobs.

2. show that he understands the following concepts through written themes or through discussion:

   A. The relationship between heroism and martyrdom
   B. The relationship between heroism and competition
   C. The age of heroes
   D. The relationship between morality and heroism
   E. Historical concepts of good and evil
   F. Personification of evil today
   G. The relationship between evil and education
   H. Historical, literary, or contemporary figures that are associated with good
   I. The question of mercy killing
   J. The question of situation ethics
   K. The difference between suppressing a truth and inflating a lie
   L. Man and withdrawal from mankind
   M. The relationship between alienation and creativity
   N. Social, cultural, political, intellectual, and religious alienation
   O. The relationship between inhumanity and scapegoatism
   P. Inhumanity as an ever-present aspect of human existence

SUGGESTED ACTIVITIES

1. Observe available sound-slide presentations on the various aspects of the nature of man and participate in discussions.

2. Give a report orally on someone whom you consider to be a modern day hero.

3. Make up your own list of what you consider to be historical concepts of good and evil.

4. In a debate argue the topic of mercy killing.

5. In an oral report discuss a well-known person who is alienated socially, culturally, politically, intellectually, etc.

6. In a debate argue the relationship between inhumanity and scapegoatism.

7. Write a fictitious story dealing with the problem of situation ethics.

RESOURCES AND MATERIALS

Basic Texts

The Nature of Man, Man Threatened, McDougal, Littell & Co.
The Nature of Man, Man in Action, McDougal, Littell & Co.

Audio-Visual Materials

Man as Hero (Sound-slide kits)
Man and His Values
Man and Alienation
Man: His Inhumanity and Humanity

SUPPLEMENTARY READING LIST (Mostly American)

AGEE, JAMES	A DEATH IN THE FAMILY
BACH, MARCUS	THE POWER OF PERCEPTION
BODSWORTH, FRED	THE SPARROW'S FALL
BORLAND, HAL	WHEN THE LEGENDS DIE
BUCK, PEARL	TO MY DAUGHTERS WITH LOVE
	THE HIDDEN FLOWER
BURNFORD, SHEILA	THE FIELDS OF NOON
BROWN, MARION & RUTH CRANE	THE SILENT STORM
CAMUS, ALBERT	THE STRANGER
CRONIN, A. J.	THE CITADEL
DOOLEY, THOMAS A.	THE EDGE OF TOMORROW
DREISER, THEODORE	SISTER CARRIE
	AN AMERICAN TRAGEDY
FERBER, EDNA	SO BIG
	GIANT
FITZGERALD, F. SCOTT	THE GREAT GATSBY
GOLDING, WILLIAM	LORD OF THE FLIES
GREEN, HANNAH	I NEVER PROMISED YOU A ROSE GARDEN
GRIFFIN, JOHN H.	BLACK LIKE ME
HARRIS, THOMAS A.	I'M OKAY: YOU'RE OKAY
HEMINGWAY, ERNEST	A FAREWELL TO ARMS
	FOR WHOM THE BELL TOLLS
HICKS, GRANVILLE	PART OF THE TRUTH
KAFKA, FRANZ	SELECTED SHORT STORIES (METAMORPHASIS)
KAUFMAN, BEL	UP THE DOWN STAIRCASE
KELLEY, WILLIAM M.	A DIFFERENT DRUMMER
KEYS, DANIEL	FLOWERS FOR ALGERNON
KIM, RICHARD E.	THE MARTYRED
KRUMGOLD, JOSEPH	HENRY 3
LEE, HARPER	TO KILL A MOCKINGBIRD
LEWIS, SINCLAIR	ARROWSMITH
	BABBITT
	MAIN STREET
LINDBERGH, ANNE M.	GIFT FROM THE SEA
LOWERY, BRUCE	SCARRED
MALAMUD, BERNARD	THE FIXER
	THE NATURAL
MANFRED, FREDERICK	CONQUERING HORSE
MARSHALL, PETER	THE RAGING MOON
MELVILLE, HERMAN	BILLY BUDD
MICHENER, JAMES	THE SOURCE
	HAWAII
	THE DRIFTERS
MILLER, ARTHUR	DEATH OF A SALESMAN
POTOK, CHAIM	THE CHOSEN
SALINGER, J. D.	THE CATCHER IN THE RYE
SILLITOE, ALAN	THE LONELINESS OF THE LONG-DISTANCE RUNNER
SKINNER, B. F.	WALDEN II.
	BEYOND FREEDOM AND DIGNITY
STEINBECK, JOHN	THE GRAPES OF WRATH

TUNIS, JOHN R.	HIS ENEMY, HIS FRIEND
THOREAU, HENRY DAVID	WALDEN
URIS, LEON	Q.B.VII
VINING, ELIZABETH G.	I, ROBERTA
WHARTON, EDITH	ETHAN FROME
WILDER, THORNTON	THE BRIDGE OF SAN LOUIS REY

EVALUATION OF 11TH GRADE ALTERNATIVE ENGLISH PROGRAM 1973-74

The courses listed below were offered this year. Please evaluate their value to you by following the directions below.

(1) Place a 1 in front of the course which you thought was of most value to you.

(2) Place a 6 in front of the course which you thought was of least value to you.

(3) Rank the others in order of your preference.

___The American Literary Tradition

___The Darker Spirit

___The Search for Self

___Writing to be Read

___What Is a Good Life and Term Paper

___Patterns of Thinking

___The Nature of Man

___The Earth and American Destiny

___The Modern Quest for Identity in American Literature

___Learning to Write a Term Paper

___The Comic Spirit

(4) For the course(s) that you liked the best (you may choose one or more), name the course(s) first, and then place a check in front of the item which is true for you.

I liked_____(name course(s))

because it/they

___involved deep reading for hidden or symbolic meanings.

___challenged my intellect (I like hard courses).

___involved light reading for enjoyment

___let me participate in interesting discussions

___helped me learn something I did not know

EVALUATION 1973-74 PROGRAM

___helped me increase my skills in an area I needed.

___was on a level of difficulty that I could handle with a little extra effort.

___was easy for me.

___made me enjoy reading more than usual.

___gave me an opportunity to try creative ideas.

___encouraged me to think about human values or about myself or about others in a way I might not have done in the past to any great extent.

___taught me to accept my academic responsibilities (meet deadlines).

___helped prepare me for college level work.

___inspired me to personal creativity on my own (to write stories, or poems, etc.)

___inspired me to want to learn more about my American heritage or about American authors on my own.

___made me want to major in English in college.

OTHER_____

(5) For the course(s) that you liked the least, first name the course(s), and then place a check in front of the item which is true for you.

I disliked_____(name course(s))

because it/they

___involved a great deal of new skills or ideas.

___was too easy.

___had too much outside work.

___was too difficult.

___involved too much reading.

___the reading was not interesting.

___did not give me a chance to be creative

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___taught me no skills I did not already know.

___did not inspire me to think or to read

OTHER_____